

Chapter Ten

Test Administration, Test Security and Reporting

This chapter examines the issues that surround proper test preparation, administration, and reporting. The following general topics are addressed: 1) proper test administration; 2) test materials security; and 3) reporting.

Instruction: Indiana School Curricula

While assessments meet a variety of educational needs, the Indiana Assessment System is designed to permit inferences to be made about student progress from previous grades in both skill and knowledge areas critical to the success of Indiana students. These areas are defined in the *Indiana Academic Standards* in English/language arts, mathematics, science, and social studies. Classroom instruction should address these critical learning areas. Quality instruction leads to better learning, which will be reflected in higher assessment scores. Narrowing the curricula to align to the content of an assessment, however, is weak pedagogical practice that erodes the measurement process.

Fidelity and Integrity: Requirements and Potential Consequences

Any individual with a license granted by the IDOE who violates the *Code of Ethical Practices and Procedures* as established and published pursuant to 511 IAC 5-5-3 may face disciplinary action under IC 20-28-5-7, 511 IAC 5-5, and/or other applicable remedies available under state and federal laws.

Secure Materials

Assessment books and supplies are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of secure materials following assessment administration. Duplication of assessment materials constitutes a serious breach of test security. Prior exposure of students to test questions necessitates the invalidation of scores and denies those students the right to participate in testing.

Preparation

Communicating Acceptable Teacher Practices for Student Preparation

The following are examples of actions that can take place prior to the opening of a test window for a standardized test. A teacher MAY:

- Review with all students all standards and concepts taught in previous years.
- Incorporate and review English/language arts and mathematics standards when reviewing other subject areas.
- Review assessment objectives as part of a general review of critical curricula.
- Give students enough practice with various item formats of assessments to ensure that assessments measure students' knowledge and understanding, not their test-taking skills.
 - Extensive use of test practice materials is not appropriate.
 - Students should not be given practice on items or tasks known to be part of the assessment.

The following are examples of actions that CANNOT take place after the testing window for a standardized test has opened. A teacher may NOT:

- Teach test content that has not been previously covered during the time period *immediately preceding* the assessment (“cramming”).
- Review standards and concepts with only those students to be assessed.
- Review only the *Indiana Academic Standards* tested by the assessment.
- Review only those objectives on which students performed poorly on previous assessments.
- Make minor alterations in test items (such as changing the order of multiple-choice answers), and use such materials for review or instruction.

Formal Training for Staff and Testing Security and Integrity Agreement

The administrative regulation 511 IAC 5-5-5 requires that “ Any individual who administers, handles, or has access to secure test materials at the school or school corporation shall complete assessment training and sign a testing security and integrity agreement to remain on file in the appropriate building-level office each year.”

This includes, but is not limited to, Corporation Test Coordinators (CTCs), School Test Coordinators, Test Examiners, Proctors, and any other individual associated with the testing process. Failure to participate in the training may result in action by the IDOE against the noncompliant school corporation. The *Indiana Testing Security and Integrity Agreement* is available in *Appendix A* of this manual.

Test Examiners and Their Role

The assessment is to be administered only by personnel who hold a license granted by the Indiana Department of Education. The license must be an instructional, administrative, or school services license. Personnel not properly trained and certified (e.g., teacher’s aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may **ONLY** serve as proctors, **NOT** as test examiners. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner.

Test examiners should be thoroughly familiar with the tests to be administered and with the procedures to be followed during testing. This includes:

- Studying the *Examiner’s Manuals* (paying specific attention to the icons representing reading comprehension and calculator usage);
- Reviewing the *Code of Ethical Practices and Procedures* (in *Appendix A* of this manual); and
- Reading all applicable portions of the current *Indiana Assessment Program Manual*.

Test Coordinators

Test Coordinators should review carefully the changes in test administration procedures noted in the *Examiner's Manual*. Test Coordinators¹ should distribute appropriate manuals in a secure group setting. If this or any other aspect of the Test Coordinator's role is delegated to other personnel, they should be fully aware of proper test security practices and procedures. At the end of the orientation, the Test Examiners may retain the examiner's manual/directions until the test administration with one exception: the IREAD-3 Test Administration Manual must be stored with other secure test documents until the morning of the test administration.

Under no circumstances may personnel view student test materials prior to administering the assessment.

Test Administration

This section provides additional guidance regarding test administration. Part one of this section provides additional guidance that is generally applicable. Part two of this section provides additional guidance regarding test administration for specific categories of students.

Part I: Generally Applicable Test Administration Guidance

Prohibition of Cell Phones

Cell phones should not be present in the testing environment. This applies to both students and adults.

Providing Directions

When reading directions aloud, test examiners must ensure that all students understand what is expected of them on the test and that students have the opportunity to ask questions, as needed. Test examiners and proctors **MUST NOT** answer questions about specific test items, but they may repeat initial instructions and sample items to students.

Monitoring

Test questions are not to be reviewed by anyone other than the student during the test session [One exception: Test Examiners/Proctors of IREAD-3 may review, but not discuss or copy, test content contained in the IREAD-3 *Test Administration Manual (TAM)*.].

Test examiners must monitor the testing session to ensure that all students have the opportunity to succeed. It is not acceptable for test examiners and/or proctors to leave the room, to concentrate on other tasks or materials, or to otherwise ignore what is happening.

All test examiners and proctors should be trained to understand the testing procedures and their responsibilities as test examiners and proctors.

Test examiners and proctors must ensure that all students:

- Follow instructions.
- Respond in the appropriate places in answer documents.

¹ "Test Coordinators", as used in this document, includes Corporation Test Coordinators, Nonpublic School Test Coordinators, Charter School Test Coordinators, and Choice School Test Coordinators.

- Do not exchange answers.
- Do not interfere with or distract others.
- Use only permitted materials and devices.

Display of Reference Materials

Please note that guidelines are in effect regarding the display of reference materials during testing at all grades. Testing spaces must be appropriately prepared for administration of standardized assessments.

The following kinds of materials **MUST** be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:

1. All posted materials such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed.

This includes, but is not limited to, the following items:

- i. Multiplication tables
 - ii. Tables of mathematical facts or formulas
 - iii. Fraction equivalents
 - iv. Writing aids
 - v. Punctuation charts
 - vi. Spelling or vocabulary lists
 - vii. Phonics charts
2. All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.
 3. All support materials that teachers might remove if they were giving their own unit tests in those subject areas.

The following materials **MAY** be posted:

- Alphabet Chart (containing letters *only*)
- Number Line (containing numbers *only*)

You may discuss concerns about the appropriateness of specific displays with your Corporation Test Coordinator or by contacting the Office of Student Assessment.

Order of Test Sessions

Test sessions on state accountability assessments **MUST** be given in order. For example, when administering the Mathematics test sessions in grade 4, *Session 1* must be administered first, followed by *Session 2*. *Session 3* in English/language arts must be administered next, followed by *Session 4*, and so on.

It is **NOT** acceptable, for example, to administer *Session 1*, skip to *Session 3*, then administer *Session 2*. In addition, it is not permissible to alternate test sessions from one or more content areas. *All of the test sessions for a content area must be administered in order prior to administering test sessions from the next content area.*

Students Who Proceed to Another Test Session Without Permission: If a student has completed one session of a test and has proceeded to the next session without receiving specific instructions from a test administrator to do so, then the assessment has been mis-administered. The standard consequence of mis-administering a test session is the invalidation of that test session. In order to be fair to students—and given the nature of this problem—the following guidelines have been developed to provide direction for the test administrator:

- If a test administrator discovers that a student has proceeded to another test session without proper instructions to do so, but has only accessed questions in the test book after turning the page once to start the next test session, the test administrator must immediately stop the student and take the assessment book from that student. The student will be allowed to finish the remaining portion of the partially completed test session when all other students are scheduled to complete that test session. However, the student may not change the answers to questions he or she already has attempted.
- If a test administrator discovers that a student has proceeded to another test session without proper instructions to do so, and has accessed questions beyond the initial page(s) in the next test session—i.e., turned more than one page—the test administrator must immediately stop and take the assessment book from that student. The test session must then be invalidated, and the student will not be allowed to complete the test session. The student should, however, be allowed to complete any other test sessions that have not yet been attempted.

Practice Tests

Paper/Pencil Administration: It is acceptable to administer *Practice Tests* up to one week prior to the opening of an assessment window, where applicable.

Online Administration: A separate Practice Test window will be announced for school corporations who are participating in online assessments, such as ISTEP+ Online.

Testing Accommodations

Test examiners are required by law to be familiar with the testing accommodations approved for students with disabilities and for students with Limited English Proficiency. Any deviations from standardized conditions during testing (e.g., sudden illness, school emergencies) must be documented and reported to the Test Coordinator and building principal.

Transcribing

Transcribing occurs *after* the administration of the required state assessments in several situations including, but not limited to, the following scenarios.

1. The student circled (or otherwise marked) his/her answers directly in the test book on the multiple-choice portion of the test.
2. The student wrote his/her answers in a manner that would be illegible to those who are not familiar with the student.
3. The original test book becomes damaged or unreadable.

In any of these instances, transcribing is not considered an accommodation.

The steps for transcribing are as follows:

1. In an unused test book, the transcriber must copy the student's marks or responses exactly as he/she has written—including all errors in grammar, mechanics, spelling, etc. To increase accuracy, it is advisable to have one person reading the student's

responses as another person transcribes them to the test book. The persons then switch roles to check the transcription.

2. Transcriptions must take place in a secure environment and, whenever possible, under the direction of the School Test Coordinator.
3. Please note that all test materials—including the test book the student originally used—must be returned to the Corporation Test Coordinator. (See the *Test Coordinator's Manual* for specific directions on how to handle, transcribe, and return damaged and large print test books.)

Testing Issue / Testing Irregularity

Each school shall investigate and report any complaint of inappropriate testing practices or testing irregularities according to the *Protocol for Reporting and Investigating Alleged Breaches or Irregularities* as established and published pursuant to 511 IAC 5-5-4. (See *Protocol for Reporting and Investigating Alleged Breaches or Irregularities* in Appendix A and *Testing Irregularity Report* form in Appendix B).

Interruption to Testing: When an interruption to testing has occurred, the test session can be completed IF the test examiner is aware of the amount of time that remains in the test session. For example, if the fire alarm goes off, the first step is for the test examiner to write down the current time. While students are waiting outside during the fire alarm emergency, the test examiner must not permit students to discuss the contents of the test. Upon returning to class, the test examiner may resume the administration of the test session, allowing the students the exact number of minutes that remain to finish the interrupted test session. Once a test session has started, the session must be completed during the same school day.

Following the interruption, a written report detailing the interruption must be submitted (via fax or email) to the Indiana Department of Education, Office of Student Assessment according to the *Protocol for Reporting and Investigating Alleged Breaches or Irregularities* as required under 511 IAC 5-5-4. For more information, please refer to Appendix B of this manual.

Disposal and Return of Testing Materials Following Administration

Assessment books and supplies are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of secure materials following assessment administration. Duplication of assessment materials constitutes a breach of test security.

Please refer to the *Test Coordinator's Manual* for directions on the proper packaging and return of assessment materials. For the accurate scoring of student assessments, it is critical that the documents are returned on time and to the appropriate vendor.

Review of Inappropriate Actions During Testing

It is NEVER appropriate to:

- Coach students by indicating in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.
- Allow students to use any type of mechanical or technical devices (calculators, computers) unless the test directions allow such use, or the device is documented as a necessary and allowable testing accommodation (see Appendix C).

- Answer students' factual questions regarding test items or vocabulary.
- Read any parts of the test to students (except as indicated in the test directions, or as documented as an acceptable IEP, Section 504 Plan, LEP Individual Learning Plan, or nonpublic school Service Plan). In no case may reading comprehension questions be read to the student.
- Alter students' answers—other than to check and erase stray marks, or to darken answer bubbles after testing.
- Call students' attention to the fact that a similar question is on the assessment.
- Use current, past, or parallel items as test preparation materials—except when those items have been released specifically for test review purposes by the Indiana Department of Education.
- Develop and use elaborate review materials (workbooks, worksheets, etc.).
- Set aside blocks of time to teach only the content and skill proficiencies measured on the assessment.

Part 2: Guidance for Test Administration for Specific Categories of Students

Foreign Exchange Students

Neither Indiana nor Federal law provides any exemption from assessing foreign exchange students. Foreign exchange students, therefore, must participate in ISTEP+.

Limited English Proficiency Students and Federal Flexibility

Limited English Proficiency (LEP) students who have been enrolled in U.S. schools for one year or more will participate fully in the ISTEP+ assessment program. Those LEP students in their first year of enrollment in U.S. schools are required to participate in all portions of ISTEP+ assessments (including English/Language Arts, Mathematics, Science, and Social Studies) unless the school corporation implements Federal Flexibility, which can only be exercised by public school corporations and charter schools. Federal Flexibility allows corporations to substitute LAS Links for the E/LA portion of ISTEP+ assessments for English Learners who have been enrolled in US schools for less than one year. The first year of U.S. enrollment indicates that the student enrolled on or after March 1, 2012. In the event that newly-enrolled LEP students do not have an existing LAS Links English Proficiency Assessment score, a LAS Links Placement Test score of “not proficient” or “approaching proficient” qualifies them for this option, provided they take the annual LAS Links English Proficiency Assessment in the spring of the following year. Schools will be required to submit the LEP / ISTEP+ (DOE-LEPI) data collection (by STN and corresponding student name) for whom Federal Flexibility is being applied, and must identify the student's date of U.S. enrollment. It should also be noted that under Federal Flexibility, the students' ISTEP+ scores will not be used as part of the accountability calculation for schools, and schools will be credited for participation.

This Federal Flexibility (exemption) for newly arrived LEP students in their first year of U.S. schooling is implemented on an “all or none” basis and, if utilized, must be applied throughout the school corporation for all first year LEP students in grades 3-8. It is recommended that newly arrived LEP students at the high school level need to maximize their retest opportunities and experience by participating in End-of-Course Assessments.

The assessment results of first-year LEP students who take the ISTEP+ English/Language Arts assessment are not included in accountability achievement determinations. If these students take the LAS Links English Language Proficiency Assessment, or the ISTEP+ English/Language Arts Assessment, then they can be counted as participants toward meeting the 95 percent assessment participation requirement for English/Language Arts accountability determinations.

Students with Temporary Conditions that Affect Ability to Take Test

School corporations may provide testing accommodations to a student with a temporary condition, such as a broken arm, when that condition prevents the student from participating in a test in the Indiana Assessment System in the manner in which the student would normally participate. If such an instance occurs, the school should draft an Accommodations Plan under 511 IAC 5-2-4(b) detailing the appropriate accommodation(s), notify the student's parents of the planned accommodation(s), and document the accommodation(s) in the student's permanent record and on the *Student Information Questionnaire* (SIQ), if applicable. Please refer to *Appendix C* for additional guidance.

Students who Require Assistive Technology

Some students benefit from the use of Assistive Technology (AT) during state accountability assessments. Please refer to *Appendix C* for more details.

Students with Health-Related Concerns

Some students have health-related concerns that must be taken into account during a state assessment. For example, a student is required to take medication in the school clinic at 10:00 a.m. each day. Although the best case scenario is to schedule the assessment around it, this is not always possible. Please note that the student is permitted to leave the classroom for such health-related concerns during a test session *as long as the teacher documents the length of time the student is absent from the classroom* (in this case, to take the medication). The student in this particular case would be allowed the total number of minutes for the test session despite the need to visit the school clinic. Please note that students may complete an interrupted test only within the same school day.

Illness During Testing

Schools must have a clear and consistent policy that defines "excused illness." The assessment window will generally allow enough time for a student to make up a missed portion of the assessment due to an illness.

It is expected that the vast majority of students will complete ISTEP+ testing. Under no circumstances may a student who is legitimately ill be required to attempt the test, and no assessments may be given after the end of the ISTEP+ testing window established by the Indiana State Board of Education.

If a student has started a test session and is unable to complete it, the school should invalidate that particular session, document the test session that is not completed, complete an invalidation form, and distribute the form to the appropriate personnel. Additionally, parents must be notified of the test invalidation. Please return invalid tests for scoring. Documentation surrounding the invalidation should be kept at the local school.

If a student has completed the majority of a test session prior to becoming ill, contact the Office of Student Assessment for assistance in determining whether to invalidate the session.

Homebound Students

Students who are normally enrolled in a public school, but who are physically unable to attend school and receive current instruction in their homes, qualify for ISTEP+ testing under conditions similar to general education students. If such a student requires special testing accommodations (e.g., use of a paper-and-pencil test book), please refer to *Appendix C*.

Nonpublic Schools and Home-Schooled Students

Students enrolled in accredited nonpublic schools must participate in ISTEP+. If a student has dual enrollment in an accredited nonpublic school and a public school, the student will participate in ISTEP+ testing in the accredited nonpublic school.

Students in nonpublic schools that are not accredited, including home-schooled students, may not participate in ISTEP+ testing in their nonpublic school. If the student has dual enrollment in a public school and a nonpublic school that is not accredited, the student is a public school student and must participate in ISTEP+ testing in the public school. To qualify for dual enrollment, the student must receive educational services from the school corporation; that is, the student must be enrolled in at least one course or curriculum program that is part of the public school's regular instructional day. The student must be included in the school corporation's Average Daily Membership (ADM) count on a full-time equivalency basis as provided in IC 20-43-4-6. Students participating in activities, but not enrolled, and students participating only in extracurricular activities or an occasional day of testing do not meet the enrollment requirement.

Note: A student who has dual enrollment status is subject to required participation in ISTEP+ testing at the public school unless the student participates in ISTEP+ testing at the nonpublic school.

Suspended Students

It is the responsibility of an accredited public or non-public school to administer applicable assessments to all its enrolled students, as appropriate, including those students who may be suspended from school during the assessment window.

Expelled Students

Except for a special education student who has been removed from the student's regular school setting and who is entitled to continue to receive educational services, a public school is not required to provide any services to a student who has been expelled. However, if the school provides any educational services (alternative education, special education, "last chance" program, etc.) to a student who has been expelled or who faces expulsion, the school must provide ISTEP+ testing (including ECAs) to the student. A school may provide ISTEP+ testing to a student who has been expelled and who receives no other educational services. Some schools have placed conditions on such testing (testing at an alternative site, having a parent or guardian present to ensure good behavior, etc.). If a student is tested through an alternative education program, the student's scores will be aggregated with the results of the school corporation.

Students in Alternative Schools/Programs

If a student is in an alternative school or program, the student will receive educational services from the local school corporation, which includes participation in ISTEP+ testing. The school corporation must follow all test administration requirements and may administer ISTEP+ in the alternative setting or at another location within the school corporation. If such a student requires special testing accommodations (e.g., use of a paper-and-pencil test book), please refer to *Appendix C*.

Students in Correctional Facilities

If a student is in a local juvenile or adult facility that does not have an educational program, the student will receive educational services from the local school corporation, which includes participation in ISTEP+ testing. The school corporation must administer ISTEP+ in the secure facility and follow all test administration requirements. If such a student requires special testing accommodations (e.g., use of a paper-and-pencil test book), please refer to *Appendix C*. The Department of Correction (DOC) will test students in DOC facilities.

Proper Testing Materials Security

Overview

The purpose of this section is to describe what constitutes unethical practices related to the security of assessment materials, including those related to online and/or paper-and-pencil test administrations, before, during, and after test administration. Prior to the release of specific items by the IDOE, all assessment materials are considered secure. Pursuant to 51 IAC 5-5-3(e), noncompliance with the *Code of Ethical Practices and Procedures* may result in action by the IDOE under IC 20-28-5-7. In addition, pursuant to 51 IAC 5-5-3(f) the Department has the authority to enforce applicable intellectual property laws.

Currently, assessment books are shipped to each Indiana school corporation, nonpublic school, and charter school about three weeks prior to the start of the assessment window. These books remain in corporations and schools up to one week after the test window ends. This schedule results in assessment books being in the corporation or schools for approximately six or seven weeks. This length of time makes security of the assessment books a critical responsibility.

School corporation, nonpublic school, charter school, and Choice school administrators must develop, implement and assess procedures for the secure storage, administration and delivery of standardized test books back to the IDOE. Failure by a school corporation or its employees to securely store, administer and return all completed test books with student responses may be considered as an integrity breach under 51 IAC 5-5-3, which may result in an action under IC 20-28-5-7.

The Corporation Test Coordinator must:

- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of tests.
- Ensure that no tests are discussed and/or reproduced in any manner.
- Follow procedures located in testing manuals and those outlined by the Indiana Department of Education.

The school must:

- Follow security regulations for distribution and return of secure test materials as directed, accounting for all secure test materials before, during, and after testing (i.e., controlling distribution within the building). Materials include those necessary for online and/or paper-and-pencil test administrations.
- Follow procedures located in testing manuals and those outlined by the Indiana Department of Education, including procedures referring to testing conditions, timing, and instructions.

- Provide the necessary furniture and lighting to allow students to do their best work on the test. (All school personnel involved in administering the test are responsible for the quality of testing conditions.)
- Submit a test for each student who participates in the assessment.
- Report any missing assessment books or other irregularities to the Corporation Test Coordinator.
- Return all used and unused (including damaged², large print and/or Braille) assessment books to the testing contractor as directed.

It is a violation of test security to:

- Give examinees access to test questions prior to testing.
- Copy, reproduce, or use in any manner any portion of any secure assessment book, for any reason.
- Alter answer documents after testing—other than to check and erase stray marks, or to darken answer bubbles.
- Share an actual test instrument in a public forum.
- Deviate from the prescribed administration procedures specified in the *Examiner's Manual* in order to boost student performance.
- Make answer keys available to examinees.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.
- Score student responses on the test locally before submitting the assessment for scoring to the test contractor, as designated by the Indiana Department of Education.

Policy Requirement

Every school corporation, public school, charter school, accredited nonpublic school, Choice school, or other test administration location that administers tests under the Indiana Assessment System **MUST** have a test security policy. The test security policy developed by the entity should:

- Specify that secure test materials not be delivered to school buildings more than one week (preferably less) in advance of test administration;
- Not allow teachers and other school staff members access to secure materials (except for the *Examiner's Manual*) more than 24 hours in advance of test administration; and
- Provide for the security of the assessment materials during testing and storage of all secure assessment materials before, during, and after testing.

All test materials should be stored at a central location under lock and key.

The following is designed to provide direction when developing a security policy:

² Assessment books and/or answer books that have been contaminated with blood, vomit, or other bodily fluids should **not** be returned. Please refer to the *Test Coordinator's Manual* for further instructions on how to handle these documents.

- I. Each entity must ensure that all appropriate staff have knowledge of the *Code of Ethical Practices and Procedures* and understand how to secure, administer, and handle the assessments while in their possession.

Responsibilities include, but are not limited to, the following:

- a. Communicating to all appropriate staff at least once annually the standards for determining what is ethical or appropriate practice contained in the *Code of Ethical Testing Practices and Procedures* as well as any additional local standards.
 - b. Clearly defining and communicating at least once annually for all appropriate staff how standards and procedures will be monitored.
 - c. Clearly communicating to all appropriate staff the purpose(s) of each statewide, corporation wide, and school wide assessment.
 - d. Clearly defining and communicating at least once annually for all appropriate staff all security procedures established for each assessment.
 - e. Providing any other information and professional development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering the assessment, and interpreting the results from assessment.
 - f. Establishing a testing schedule.
 - g. Establishing an access policy for test materials that allows all appropriate staff to have access to test administration manuals prior to the administration of the test, but prohibits the unsupervised reviewing of any secure test questions before, during, or after the assessment administration.
 - h. Establishing a process that ensures all student assessments are secure when they are not being administered.
 - i. Establishing procedures for reviewing practices and materials used in the entity to prepare students for assessments, and communicating these procedures at least once annually to all appropriate staff.
 - j. Periodically reviewing materials and practices related to preparing students for assessments, administering assessments, securing assessments, and interpreting the results from assessments.
 - k. Providing channels of communication that allow teachers, administrators, students, parents, and other community members to voice their concerns about practices they consider inappropriate (see form in *Appendix B*).
 - l. Establishing procedures for investigating any complaint, allegation, or concern about inappropriate testing practices, and insuring protection of both the rights of individuals and of the integrity of the assessment.
2. Each school shall investigate any complaint of inappropriate testing practices or testing irregularities according to the *Protocol for Reporting and Investigating Alleged Breaches or Irregularities* as established and published pursuant to 511 IAC 5-5-4 (see *Appendix A*).

Violations of test security, pre-test activities, testing conditions, and post-test activities WILL result in license suspension or revocation of any school personnel involved under IC 20-28-5-7.

Scoring and Reporting

This section, *Scoring and Reporting*, applies to the ISTEP+ program, including grades 3-8 and End-of-Course Assessments.

Scoring Process of the Applied Skills Assessment Books

Indiana's test contractors employ qualified readers in English/language arts, mathematics, science, and social studies. Each applicant must hold a minimum of a bachelor's degree from an accredited college or university. Teaching experience in English, mathematics, science or social studies is preferred, and many past readers have held Indiana teacher licenses. Table leaders, who meet the qualifications for a reader and have additional training and experience, supervise the readers. Many table leaders have extensive experience with ISTEP+. All readers must complete a rigorous training program and qualify for scoring by demonstrating their competence in scoring. The entire scoring process is monitored continually. Readers are monitored during scoring to ensure reliability; any readers with unacceptable levels of reliability are retrained or replaced.

Aggregate Test Results and Special Accommodations

The Spring 2013 ISTEP+ test results will be reported at the state, corporation, and school level for any of the following groups with ten or more students:

- General education
- Special Education
- Limited English Proficient (LEP)
- Socioeconomic Status (SES)
- Gender
- Ethnicity

Requesting a Rescore of a Student's Test

According to IC 20-32-5-9, "A student's parent or guardian may request a rescoring of a student's responses to a test, including a student's essay." A parent may request to have an open-ended item rescored if he or she has evidence of incorrect scoring. The rubrics are distributed with the Applied Skills Images and are found in the *Released Items and Scoring Notes*. A rescore should not be requested solely based on the student's scale score. It should be stressed that the scores obtained through rescoring will be final. Parents should also be aware that scores resulting from the rescore process are unlikely to be more than a few points different from the original score, if changed at all. Rescores must be requested within the published rescore window.